

## EDG 4410 EL Survey

### PART I: BACKGROUND AND EXPERIENCE

1. Did you participate in the TeachLivE experience in EDG 4410? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Current Status (check one)

<input type="checkbox"/>	Sophomore
<input type="checkbox"/>	Junior
<input type="checkbox"/>	Senior

2. Race and Ethnicity (check all that apply)

<input type="checkbox"/>	African / African American / Black	<input type="checkbox"/>	Middle Eastern
<input type="checkbox"/>	Asian / Asian American	<input type="checkbox"/>	Native Hawaiian / Pacific Islander
<input type="checkbox"/>	Caucasian / White	<input type="checkbox"/>	Multi-Racial:
<input type="checkbox"/>	Hispanic / Latino/a	<input type="checkbox"/>	Other:

3. Gender \_\_\_\_\_

4. Major \_\_\_\_\_ 5. Minor (if applicable) \_\_\_\_\_

6. Is English your first or native language? No \_\_\_\_\_ Yes \_\_\_\_\_

If "Yes," please move on to question # 10. If "No," please answer questions 7-9 before moving on to question # 10.

7. If "No," what is your first or native language? \_\_\_\_\_

8. If "No," what proficiency level would you give yourself for each of the following language skills:

	Advanced	Intermediate	Low
Listening			
Speaking			
Reading			
Writing			

9. Were you considered an English learner (ESOL) student during your PK-12 schooling?

No \_\_\_\_\_ Yes \_\_\_\_\_

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### PART II: CONTENT AND INFUSION

**Instruction:** Please rate your **current familiarity** with the following topics.

	Very Familiar	Moderately Familiar	Not Familiar
11. Levels of English language proficiency: pre-functional; beginning; intermediate; advanced; proficient / trial mainstream			
12. Diversity of students' cultural and language backgrounds in the United States and Florida			
13. Variety of teaching strategies to promote age/grade/level-appropriate social and academic English learning			
14. Design, use, and interpretation of age/grade/level-appropriate assessment procedures and instruments for English language learners			
15. Differentiation of content, process, product, and assessment for English language learners			
16. Culturally-competent strategies for communication and partnership with students' families that come from different language and national backgrounds			

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### PART III: SENSE OF EFFICACY

**Instruction:** The questions below are designed to help us understand your sense of efficacy in assisting ELs' in the PK-12 classroom. Based on each of the statements below, please indicate how much you think you can do.

	Nothing		Very little		Some		Quite a bit		A great deal
17. How much can you do to help your English language learners think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you do to motivate English language learners who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How much can you do to get English language learners to believe they can work well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. How well can you respond to difficult questions from English language learners?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How much can you gauge the comprehension of English language learners regarding what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you do to improve the understanding of an English language learner who is failing in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How much can you do to adjust your delivery of lessons to the proper level for individual English language learners?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How much can you use a variety of assessment strategies that take into account English language learners?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
25. To what extent can you provide alternative explanations or examples when English language learners are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
26. How well can you implement alternative strategies for teaching and learning in your classroom that consider the needs of English language learners?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
27. How well can you provide appropriate challenges for very capable students who may be hampered by the English language?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

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### PART IV: ATTITUDES AND BELIEFS

**Instruction:** The questions below are designed to help us understand the **attitudes and beliefs** of our candidates regarding immigration, language, and education. Please use your own opinions as the basis for responding to the questions.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
28. English should be the only language of instruction for core PK-12 school subjects, such as language arts, math, science, and social studies.	(1)	(2)	(3)	(4)	(5)
29. English language learners have a right to expect that schools will make changes to accommodate them.	(1)	(2)	(3)	(4)	(5)
30. The PK-12 school system will be strengthened by English language learners.	(1)	(2)	(3)	(4)	(5)